



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Business, Technical, Vocational Education and Training [BTVET] Subsector Reform



Qualification Level: 1

Occupational Cluster: Physical Education

January 2022

Developed by:

**Qualifications Standards Department
Directorate of Industrial Training**

Funded by:

Government of Uganda

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Under BTVET Act, 2008 the functions of the Directorate of Industrial Training are:

- (a) To identify the needs of the labour market for occupational competencies that fall under the UVQF;
- (b) To regulate apprenticeship schemes;
- (c) To foster and promote entrepreneurial values and skills, as an integral part of the UVQF;
- (d) To secure adequate and sustainable financing for the efficient operations of the Directorate;
- (e) To accredit training institutions or companies as assessment centers;
- (f) To determine fees payable under the Act;
- (g) To develop, apply, expand and improve the purposeful application of Uganda Vocational Qualifications defined in the UVQF;
- (h) To assess and award Uganda Vocational Qualifications;
- (i) To promote on-the-job training in industry for apprenticeship, traineeship and indenture training and for other training such as further skills training and upgrading; and
- (j) To prescribe the procedure for the making of training schemes

Further to the above provisions, there is an established Uganda Vocational Qualifications Framework (UVQF), under part V of the BTVET Act, 2008. It is stated that:

The purpose of the UVQF is to define:

- (a) Occupational standards in the world of work;
- (b) Assessment standards;
- (c) Vocational qualifications of learners who meet the set standards of different studies;
- (d) Provide guidelines for modular training.

The UVQF shall follow principles of Competence Based Education and Training (CBET) which include:

- (a) Flexible training or learning modules;
- (b) Positive assessment and Certification;
- (c) Assessment of Prior Learning;
- (d) Recognition of formal and non-formal training;
- (e) Self-paced or individual learning; and
- (f) Work place learning

For award and recognition of certificates, the BTVET Act, 2008 provides that:

- (1) The Directorate and other examination boards established under the Act shall award certificates and diplomas for Business, Technical or Vocational education and training under the UVQF;
- (2) The Certificates and Diplomas to be awarded shall be in the form prescribed by the Minister on the recommendation of the Industrial Training Council;
- (3) The Certificates and Diplomas awarded under the Act shall be recognized in the Uganda education system and by the labour market.

Under the TVET Implementation Standards 2020, the proposed new mandate of the Directorate of Industrial Training shall be restricted to promoting the highest standards in the quality and efficiency of industrial training in the country and ensuring an adequate supply of properly trained manpower at all levels in the industry and the world of work.

The functions shall include:

- a) Regulating Industrial training and trainers,
- b) Developing industrial training curricula,
- c) Harmonizing curricula and certificates of competence,
- d) Assessing industrial training,
- e) Development of occupational standards and Assessment and Training Packages (ATPs) for Trade Testing for the industry and world of work and
- f) Awarding certificates in that respect.

At operational level in the Directorate, the Qualification Standards Department performs development tasks related to concepts, procedures and instruments for establishment of the UVQF in close collaboration with both public and private stakeholders in vocational training.

In particular, the Department organizes and coordinates the development of Assessment and Training Packages for use in competence-based vocational training as well as standards-based assessment and certification.

The Directorate has therefore produced this Assessment and Training Package for use in implementing Competence-Based Education and Training mechanisms.

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Word from Permanent Secretary

The Ministry of Education and Sports (MoES) through the Directorate of Industrial Training conducts Competence Based Assessment.

The foreseen advantages of CBA include improved access, equity and relevance of skills development, reduced unit costs of training, and recognition of Prior Learning (or on-the-job-training), among others.

As the Ministry executes its obligation of ensuring quality in training standards, the public-private partnership is being strengthened to improve occupational competence of the country's workforce without gender bias.

To achieve the set-out targets, the Directorate embarked on the anticipated UVQF design and development piloting its instruments and mechanisms in order to effectively enhance Competence-Based Assessment (CBA) in Uganda.

To date, the Qualifications Standards Department of DIT has produced Assessment and Training Packages (ATP) for various occupations. Each ATP contains 3 parts namely:

- 1.Occupational/job Profile
- 2.Training modules and
- 3.Assessment instruments Banks

The ATP can be used by any training provider and/or those who wish to present themselves for Occupational Assessment and Certification.

Herewith, the Directorate of Industrial Training presents the "Assessment & Training Package (ATP)" for training, assessment and certification of **GOLF PRACTITIONER – QUALIFICATION LEVEL 1**.

Finally, I thank all individuals, organizations and development partners who have contributed and/or participated in the review of this noble document.

Ketty Lamaro

Permanent Secretary

Executive Summary

This Assessment and Training Package is a Competence-Based Education and Training (CBET) tool and consists of three major parts:

- 0.1 **PART I: The “Occupational Profile” (OP) of a GOLF PRACTITIONER.** This Occupational Profile which was reviewed by Golf Practitioners practicing in the world of work, mirrors the duties and tasks Golf Practitioners are expected to perform in the world of work.
- 0.2 **PART II: “Training Modules”** in the form of guidelines to train **Golf Practitioners** both on the job as well as in training centres (or combinations of both venues of learning). The Training Modules herein have been reviewed basing on the Occupational Profile and hence are directly relevant for employment.
- 0.3 **PART III: “Assessment Instruments”** in the form of performance (Practical) and written (theory) test items that can and should be used to assess whether a person complies with the requirements of employment as a **Golf Practitioner**. These assessment instruments were developed jointly by job practitioners (Golf Practitioner) and teachers based on the occupational profile and training modules¹.
- 0.4 While the Occupational Profile (OP) contained in PART I of this document provides the information on **WHAT a person is expected to do** competently in the world of work, the test items, -including performance criteria- of PART III qualify the **HOW and/or HOW WELL a person must do the job.**

In combination, both parts -the OP and the test items- constitute the relevant ‘Assessment STANDARDS’ for competence-based assessment and certification for acquiring a credible Qualification for – Golf Practitioner Qualification Level 1.

- 0.5 The modular format of the curriculum (PART II) allows learners to acquire job specific skills and knowledge (i.e., competencies) module by module. A single module can be accomplished within a relatively short duration of time allowing flexibility for learners to move directly into an entry level job, go for further modules or advance to higher levels of training. Modular courses allow more learners to access the training system because training centers as well as companies can accommodate more students in a given period of time.
- 0.5 In addition to improved access, equity and relevance of BTVET, the UVQF will also enable people who are convinced to have acquired competencies laid down in this ATP through prior training and on-the-job experience to access assessment and certification directly; be it on the basis of a single module, a group of modules or all

¹In this document, only sample test items for assessing (practical) performance and occupational knowledge (theory) are included. A larger selection of test items can be obtained from an electronic Test Item Bank at Directorate of Industrial Training

modules pertaining to the occupation at once. This achievement will facilitate Recognition of Prior Learning (RPL).

- 0.7 The parts of this Assessment and Training Package were sequentially reviewed as follows:
- i Part 1: Occupational Profile: **January 2022**
 - ii Part 2: Training Modules: **January 2022**
 - iii Part 3: Assessment Instruments (initial bank): **January 2022**

This ATP (or parts of it) may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions.

Patrick Byakatonda
Ag Director

Acknowledgement

The Qualifications Standards Department of DIT wishes to sincerely acknowledge the valuable contributions to the review of this Assessment and Training Package by the following persons, Institutions and organizations:

- Members of the DIT Industrial Training Council;
- The Director and staff of DIT,
- Ministry of Education and Sports;
- The practitioners from the world of work;
- Teachers of Agriculture in various Secondary schools;
- Agriculture Curriculum Specialists from NCDC;
- Examination Specialist from UNEB;
- The facilitators involved in guiding the practitioners in their activities;
- The Government of Uganda for financing the review of this ATP;

Abbreviations and Acronyms

A&C	Assessment & Certification
ATP	Assessment & Training Packages
BTVET	Business, Technical and Vocational Education and Training
CBET	Competency Based Education and Training
DIT	Directorate of Industrial Training
ITC	Industrial Training Council
GoU	Government of Uganda
LWA	Learning-working Assignment
MC	Modular Curriculum
MoES	Ministry of Education and Sports
OP	Occupational Profile
PEX	Practical Exercise
PTI	Performance (Practical) Test Item
QS	Qualification Standards
RPL	Recognition of Prior Learning
TIB	Test Item Bank
TVET	Technical, Vocational, Education and Training
UVQ	Uganda Vocational Qualification
UVQF	Uganda Vocational Qualifications Framework
WTI	Written (Theory) Test Item

Key Definitions

Assessment	Assessment is the means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not. Testing is a form of formal assessment.
Certification	Certification is a formal procedure to issue a certificate (qualification) to an individual that has demonstrated during formal assessment that he/she is competent to perform the tasks specified in the occupational profile.
Competence	Integration of skills, knowledge, attitudes, attributes and expertise in doing /performing tasks in the world of work to a set standard.
Competency	(Occupational) competency is understood as the ability to perform tasks common to an occupation to a set standard.
CBET	Competence-based education and training means that programmes: <ol style="list-style-type: none">1. have content directly related to work2. focus is on 'doing something well'3. assessment is based upon industry work standards, and4. curricula are developed in modular form
Duty	A Duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).
Learning-Working Assignment (LWA)	LWA are simulated or real job situations / assignments that are suitable for learning in a training environment (e.g., "small projects"). In a working environment LWAs are real work situations /assignments.
Modules	Modules are part(s) of a curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which can be assessed and certified individually.
Occupational Profile (OP)	An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment. Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.

Occupational Profiles define WHAT a person is supposed to do in performance terms. It also contains generic information regarding related knowledge and skills, attitudes/behavior, tools, materials and equipment required to perform as well as trends/ concerns in the occupation.

Occupational profiles are the reference points for developing modular curricular and assessment standards

Qualification

A qualification is a formal recognition for demonstrating competence, based on formal assessment against set standards. A qualification is provided to the individual in form of a certificate specifying the nature of the competence.

Task

Job TASKS represent the smallest unit of job activities with a meaningful outcome. Tasks result in a product, service, or decision. They represent an assignable unit of work and have a definite beginning and ending point. Tasks can be observed and measured. (*See also: Duty*)

1.0 ATP-PART I

Occupational Profile for a GOLF PRACTITIONER

- 1.1 The OCCUPATIONAL PROFILE (OP) for “Golf Practitioner” below defines the **Duties** and **Tasks** a competent Golf Practitioner is expected to perform in the world of work (on the job) in Uganda and the East African region today.
- 1.2 Since it reflects the skill requirements of work life, the Occupational Profile is the reference document for the subsequent development of training modules and assessment instruments (test items) which are directly relevant to employment in Ugandan and the East African businesses and industries.
- 1.3 To ensure that the Occupational Profile is relevant for employment in Uganda and East Africa, the DIT used the method of “occupational/job profiling.”¹

This approach involves the brainstorming of a panel of 8 to 12 competent job practitioners guided by trained and experienced facilitators. During a two-day workshop the panelists define the duties and tasks performed in employment, as well as the prerequisite skills, knowledge, attitudes, tools and equipment, and the future trends and concerns in the occupation/job.

- 1.4 The panelists, facilitators and coordinators who participated in reviewing this Occupational Profile for a GOLF PRACTITIONER are listed on the following page.

¹ The DACUM-method was used. DACUM is an acronym for ‘Develop A Curriculum’

Job Expert Panel
DDembe N Hajarah
 MoES

Bilungi Erinah
 NCDC

Nsereko Enock
 UNEB

Nankya Zainab
 Aga Khan High School

Kizza Luke
 Kyadondo SS Matugga

Kaganda Vincent
 Mpoma Secondary School

Lagoro Dickson
 Entebbe Golf Club

Opio Silver
 Entebbe Golf Club

Malaka Topher Bikala
 Entebbe Golf Club

Bukenya Richard
 Kitante Golf Course

Kitayimbwa Michael
 Kings College Buddo

Bagalana Abbey
 Uganda Professional Golfers
 Association

Co-ordinator
Elizabeth Ruth Mukyala
 Directorate of Industrial
 Training

Facilitators
Nakisendo Fatuma
 Directorate of Industrial
 Training

Aheebwa Joan
 Directorate of Industrial
 Training

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 Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

**Business, Technical and Vocational
 Education and Training (BTJET) Sub sector Reform**

Occupational Profile

For a

“GOLF PRACTITIONER”

**Reviewed by: Qualifications Standards
 Department of the Directorate of
 Industrial Training**

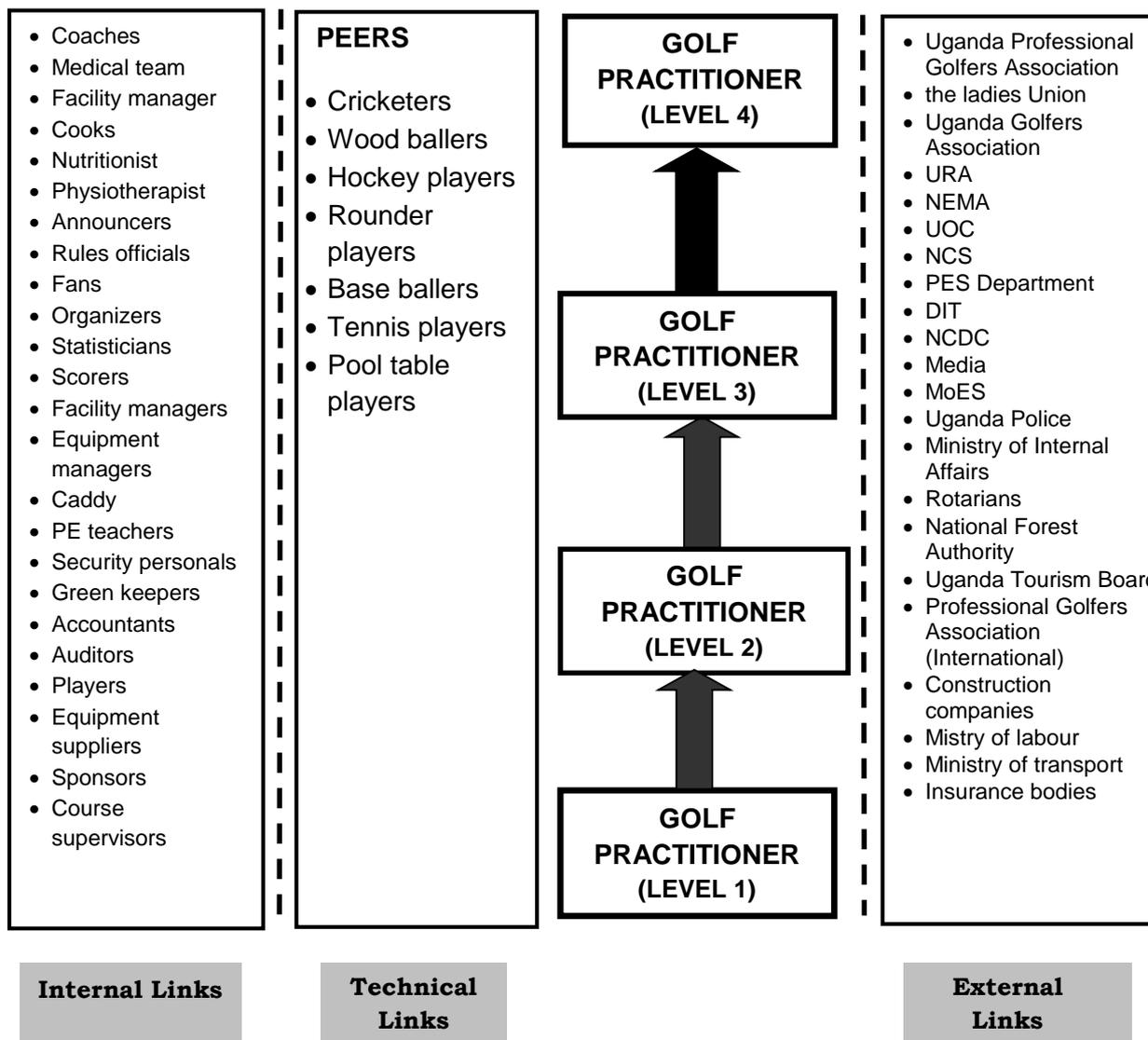
Date of workshop: 03rd January-07th January 2022

NOMENCLATURE FOR THE OCCUPATION OF A GOLF PRACTITIONER

Definition of a Golf Practitioner

This is a person who has the competence in playing golf, managing, coaching, officiating, and organizing golf related activities and is able to earn from the sport of golf.

JOB ORGANISATION CHART FOR A GOLF PRACTITIONER



Descriptions for the levels in the occupation of a ‘Golf Practitioner’

UVQ Level 1 Golf Practitioner: is a person who competently plays the game of golf and performs golf related activities.

UVQ Level 2 Golf Practitioner: is a person who has the competence to organize and to officiate the game of golf

UVQ Level 3 Golf Practitioner: is a person who is able to coach and manage the game of golf

Duties and Tasks

A. PLAN GOLF	A1 Conduct feasibility study	A2 Identify Site	A3 Identify Source of funds
	A4 Mobilize resources	A5 Identify tools, equipment and materials	A6 Identify source of tools equipment and materials
	A7 Identify source of labour	A8 Prepare budget	A9 Prepare procurement plans
	A10 Prepare recruitment plan	A11 Develop a work plan	

B. ESTABLISH PLAY GROUND	B1 Clear site	B2 Take measurements	B3 Level ground
	B4 Plant grass	B5 Design grass levels	B6 Demarcate area
	B7 Mark fairway	B8 Dig bankers	B9 Plant trees
	B10 Dig golf holes	B11 Create water hazards	

C. COACH GOLF	C1 Prepare training schedule	C2 Select game equipment	C3 Inspect activity area
	C4 Select team	C5 Brief players	C6 Train players
	C7 Manage player Discipline	C8 Assess and Evaluate Players	C9 Appraise players
	C10 Coordinate game	C11 Supervise activity	

D. PLAY GOLF	D1 Dress up	D2 Conduct warm up	D3 Select club
	D4 Set up tee	D5 Take stance	D6 Swing club
	D7 Tee off	D8 Complete halls	D9 Strike ball to green
	D10 Putt ball	D11 Manage time	D12 Record scores

E. OFFICIATE GOLF	E1 Invite participants	E2 Prepare competition ground	E3 Prepare competition rules
	E4 Identify officiating officials	E5 Assign duties	E6 Conduct competitions
	E7 Tally results	E8 Write competition reports	E9 Make draws

F. MARKET GOLF	F1 Distribute promotional materials	F2 Organize golf clinics	F3 Organize cooperate tournaments
	F4 Advertise golf	F5 Brand golf	F6 Organize exhibitions
	F7 Reward participants		

G. MANAGE TOOLS EQUIPMENT AND FIELD	G1 Identify required tools and equipment	G2 Procure tools equipment, tools and materials	G3 Keep inventory
	G4 Repair damaged equipment	G5 Label tools and equipment	G6 Replace damaged tools and equipment
	G7 Service tools and equipment	G8 Clean tools and equipment	G9 Store tools and equipment

H. PERFORM ADMINISTRATIVE WORK	H1 Manage tournaments	H2 Organize trainings	H3 Control caddies
	H4 Prepare financial plans	H5 Organize golf fraternity	H6 Manage handicaps
	H7 Recruit staff	H8 Form association	H9 Make reports
	H10 Train staff		

I. PURSE CONTINUOUS PROFESSIONAL DEVELOPMENT	I1 Conduct Refresher trainings	I2 Conduct Skill upgrade	I3 Participate in tournaments
	I4 Conduct research on soccer	I5 Outsource resourceful persons	I6 Attend technical meetings and conferences

J.PERFORM OCCUPATIONAL SAFETY, HEALTH AND ENVIRONMENTAL PROTECTION PRACTICES	J1 Perform medical check ups	J2 Provide safety guidelines	J3 Administer first aid
	J4 Display safety signs	J5 Refresh players	J6 Check club condition
	J7 Enforce proper golf attire	J8 Sensitize participants on health and safety precautions	J9 Dispose waste
	J10 Wear protective gears	J11 Perform fire fighting	J12 Report injuries
	J13 Prepare first aid kit	J14 Identify sick/ injured players	J15 Perform regular exercises
	J16 Take medical checkups	J17 Observe nutritional guidance	J18 Administer first aid
	J19 Prepare first aid kit	J20 Identify sick/ injured players	J21 Perform regular exercises

Additional Information

Related knowledge & skills	
<ol style="list-style-type: none"> 1. Knowledge on facility construction 2. Environmental awareness 3. Dimensions of the golf course 4. Facility management 5. Current trends 6. Resource management 7. Rules of the game 8. Golf terminologies 9. Communication skills 10. Techniques of playing 11. Knowledge on injuries 12. Global trends 13. Doping 14. Tools and equipment specifications 15. Factors affecting performance 16. Nutrition 17. Fitness and health 18. Golf course 19. First aid 20. Environmental awareness 21. Warmup procedure 22. Golf etiquettes 23. Human resource management 	<ol style="list-style-type: none"> 24. Knowledge on facility construction 25. Environmental awareness 26. Dimensions of the golf course 27. Facility management 28. Communication skills 29. Rules of the game 30. Knowledge on golf tournaments 31. Current trends 32. Resource management 33. Knowledge on machine operation 34. Record keeping 35. First aid 36. ICT skills 37. Grass levels 38. Environmental conservation 39. Waste management 40. Equipment use 41. Carpentry 42. Writing skills 43. Safety skills 44. Organizational skills 45. Communication skills 46. Hospitality 47. Customer handling 48. Financial management

Tools, Equipment and**Materials**

- | | | |
|----------------------|---------------------|-------------------------------------|
| 1. Nails | 31. Golf kit | 62. Ladders |
| 2. Hammer | 32. Balls | 63. Trowel |
| 3. Rope | 33. Tees | 64. Spirit level |
| 4. Poles/ posts | 34. Markers | 65. Tape measure |
| 5. Timber | 35. Flags | 66. Water |
| 6. Gumboots | 36. Ball markers | 67. Containers |
| 7. Gloves | 37. Gun | 68. Waste bins |
| 8. Overalls | 38. Pitch mark | 69. Axes |
| 9. Eye goggles | 39. Score card | 70. Distance measuring garment |
| 10. Helmet | 40. Towels | 71. Water pipes |
| 11. Wheel barrow | 41. Umbrella | 72. Gravels |
| 12. Saws | 42. golf cart | 73. Compactor |
| 13. Pangas | 43. card holder | 74. Trimmers |
| 14. Sign posts | 44. Player's attire | 75. Water pumps |
| 15. Spades | 45. Sand wedge | 76. Water tanks |
| 16. Shovels | 46. Stationery | 77. Building construction materials |
| 17. Trucks | 47. Tractors | 78. Fuel |
| 18. Paint brushes | 48. Hoes | 79. Wood preservatives |
| 19. Pliers | 49. Axes | 80. DPC |
| 20. Hoes | 50. Water pipes | 81. Roofing materials |
| 21. Wire strainer | 51. Gravels | 82. fencing materials |
| 22. Strainer | 52. Compactor | 83. golf course manuals |
| 23. Soap | 53. Water pumps | 84. markers |
| 24. Fuel | 54. Water tanks | 85. Trimmers |
| 25. Pesticides | 55. Design plan | 86. Trolley |
| 26. Grass seedlings | 56. Gang mower | 87. Lifters |
| 27. Water | 57. Panga | 88. Horses and nasals, |
| 28. Stone aggregates | 58. Hoes | 89. Sand |
| 29. Chain saw | 59. Strings | |
| 30. Spade | 60. Hole changer | |
| | 61. Wheelbarrow | |

Attitudes / Traits / Behaviour	Future Trends and Concerns
1. Honest	1. Golf as a business/ commercialization
2. Faithful	2. Golf as an aspect of community integration like East African community
3. Trustworthy	3. Inclusion of ICT in Golf related activities
4. Kind	4. Gender sensitivity
5. Tidy	5. High publicity through several media houses and social media
6. Decision maker	6. Political influence e.g., Golf is used to determine popularity politically
7. Time conscious	7. Sports betting
8. Perseverance	8. Space and time in modern golf
9. Committed	9. High cost of equipment
10. Hardworking	10. Inadequate human resource
11. Social	11. Inadequate Golf facilities like fields
12. Creative	12. Poor remuneration of Golf practitioners
13. Cooperative	13. Doping/drug use
14. Good listener	14. Racism
15. Patient	15. Pandemic like Covid 19
16. Careful	16. Introduction of para-Olympics
17. Trainable	17. Inclusion of golf in school calendar
18. Healthy	18. Introduction of modern gadgets like video recording
19. Self-motivated	19. Digitalization
20. Business oriented	20. Referees ground spot marking
21. Team player	21. Officials' communication gadgets
22. Disciplined	22. Water breaks
23. Result oriented	23. In Uganda the trend and rate at which play grounds are being given for development other than developing sports facilities
24. Team work	24. New and complex rules and regulations of Golf game tend to hinder the development of the game in some rural areas.
25. Environmental knowledge	25. Inclusive golfing
26. Respectful	26. Increasing numbers of Golf spectators in Uganda
27. Patriotic citizens	27. Increase Sponsorship and school participation in competitions
28. Hard working persons	28. Talent export
29. Commitment	29. Professionalism
30. Cool headed and social	30. Team selection
31. Quick learners	31. Lack of talent scouting
	32. Include a 19 th hole on the golf course

2.0 ATP – PART II

Training Modules for GOLF PRACTITIONER

- 2.1 A curriculum is a “guide /plan for teaching and learning” which provides a guide to teachers, instructors and learners. In the envisaged system of competence-based or outcome-oriented education and training (CBET), Curricula are no longer the benchmark against which assessment is conducted. It is rather the Occupational Profile that provides the benchmark for Curriculum development as well as assessment.
- 2.2 This modular format of the curriculum allows learners of Golf Practitioner to acquire job specific skills and knowledge (i.e., competencies) module by module. A single module can be accomplished within a relatively short duration of time allowing learners to move directly into an entry level job, do further modules and advance to higher levels of training. Modular courses allow more learners to access the training system because training centers, as well as companies can accommodate more students in a given period of time.
- 2.3 The modules were developed jointly by both instructors and job practitioners. They were developed using the Occupational Profile as a reference point and taking into account the specifications of training and learning outcomes.
- 2.4 The modules contain “Learning-Working Assignments” (LWAs) and related “Practical Exercises” (PEXs) as key elements.
- LWAs are simulated or real job situations/assignments that are suitable for learning in a training environment (e.g., “small projects”). In a working environment, LWAs are real work situations.
- PEXs are therefore sub-sets of a LWA.
- 2.5 In principle, and following the philosophy of Competence-Based Education and Training (CBET), the modules can be used as a guide for learning in a training Centre, at the workplace; or a combination of both.

WHO IS A GOLF PRACTITIONER QUALIFICATION LEVEL 1?

A **Golf Practitioner Level 1** is a person who competently plays the game of golf and performs golf related activities

TRAINING MODULES FOR GOLF PRACTITIONER UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/GP/M1.1	Establish Golf Course	160	4
UE/GP/M1.2	Play Golf	320	8
UE/GP/M1.3	Manage and maintain golf facility	320	8
Summary	3 Training Modules	640 hours	16 weeks

Note: Average duration is contact time but NOT calendar duration

It is assumed that:

- 1 day is equivalent to 8 hours of nominal learning and
- 1 month is equivalent to 160hours of nominal learning

Information given on the average duration of training should be understood as a guideline. Quick learners may need less time than indicated or vice versa.

At completion of a module, the learner should be able to satisfactorily perform the included Learning Working Assignments, their Practical exercises and attached theoretical instructions, as the minimum exposure.

Prior to summative assessment by recognized Agencies, the users of these Modules Guides are encouraged to carefully consider continuous assessment using samples of (or similar) performance (practical) and written test items available in part 3 of this ATP for **Golf Practitioner**.

Code	UE/GP/M1.1
Module title	M1.1: Establish Golf Course
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Golf Practitioner UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, a trainee will be able to establish a Golf course
Learning-Working Assignments (LWAs)	<p>LWA1/1: Clear Field LWA1/2: Level Field LWA1/3: Make a grass field LWA1/4: Demarcate Field LWA1/5: Perform administrative work LWA1/6: Market golf LWA1/7: Perform occupational health, safety and environmental protection practices</p> <p>Note:</p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated till the Trainee acquires targeted competence;</i> <i>The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA1/1: Clear Field PEX 1.1: Select tools equipment and Material PEX 1.2: Cut trees PEX 1.3: Slash bush PEX 1.4: Remove tree stumps</p> <p>LWA1/2: Level Field PEX 2/1: Select tools equipment and Materials PEX 2/2: Fill holes PEX 2/3: Cut out ant hills PEX 2/4: Compact ground PEX 2/5: Put sprinklers around the field</p> <p>LWA1/3: Make a grass Field PEX 3.1: Select tools equipment and materials PEX 3.2: Plant grass PEX 3.3: Water grass PEX 3.4: Fertilize grass PEX 3.5: Weed grass PEX 3.6: Trim grass PEX 3.7: Design grass levels</p>

	<p>LWA1/4: Demarcate Field</p> <p>PEX 4.1: Select tools equipment and materials</p> <p>PEX 4.2: Take measurements</p> <p>PEX 4.3: Mark boundaries</p> <p>PEX 4.4: Make fairways</p> <p>PEX 4.5: Mark green area</p> <p>PEX 4.6: Dig bankers</p> <p>PEX 4.7: Create water hazards</p> <p>PEX 4.8: Place yardage markers</p>
	<p>LWA1/5: Perform administrative work</p> <p>PEX 5.1: Hire staff</p> <p>PEX 5.2: Assign duties</p> <p>PEX 5.3: Remunerate staff</p> <p>PEX 5.4: Make work schedules</p> <p>PEX 5.5: Register business</p> <p>PEX 5.6: Pay tax</p> <p>PEX 5.7: Supervise work</p>
	<p>LWA1/6: Market golf</p> <p>PEX 6/1: Advertise golf</p> <p>PEX 6/2: Brand golf</p> <p>PEX 6/3: Brand players</p> <p>PEX 6/4: Show case talents</p> <p>PEX 6/5: Form clubs</p> <p>PEX 6/6: Participate in cooperate social responsibilities</p> <p>PEX 6/7: Distribute promotional materials</p>
	<p>LWA1/7: Perform occupational health, safety and environmental protection practices</p> <p>PEX 7/1: Wear personal protective gear</p> <p>PEX 7/2: Maintain general sanitation</p> <p>PEX 7/3: Perform Fire fighting</p> <p>PEX 7/4: Display safety signs</p> <p>PEX 7/5: Administer first aid</p> <p>PEX 7/6: Manage waste</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None

Related knowledge/ theory	<p><i>For Occupational theory suggested for instruction/ demonstration, the Trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Knowledge on facility construction • Environmental awareness • Dimensions of the golf course • Facility management • Current trends • Resource management
Average duration of learning	<p>160 hours (20 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • <i>5 days of occupational theory and</i> • <i>15 days of occupational practice</i>
Suggestions on organization of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related Practical and Written Test Items from Item Bank
Minimum required tools/ equipment/ implements or equivalent	Nails, hammer, rope, poles/ posts, timber, gumboots, gloves, overalls, eye goggles, helmet, wheel barrow, saws, pangas, sign posts, spades, shovels, trucks, paint brushes, pliers, hoes, wire strainer, strainer, ladders, trowel, spirit level, tape measure, water containers, waste bins, axes, distance measuring garment, water pipes, gravels, compactor, trimers, water pumps, water tanks
Minimum required materials and consumables or equivalent	Building construction materials, fuel, wood preservatives, DPC, roofing materials, fencing materials, golf course manuals, markers, grass seedlings, water, stone aggregates
Special notes	The theory must be integrated into the practice during training.

Code	UE/GP/M1.2
Module title	M 1.2: Play Golf
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Golf Practitioner UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, the trainee will be to play Golf
Learning-Working Assignments (LWAs)	<p>LWA2/1: Prepare for game LWA2/2: Hold Golf Club LWA2/3: Take a Stance LWA2/4: Swing Club LWA2/5: Make a chip shot LWA2/6: Make a Pitch shot LWA2/5: Perform occupational health, safety and environmental protection practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated till the Trainee acquires targeted competence; 2. The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	<p>LWA2/1: Prepare for game PEX 1.1: Register for game PEX 1.2: Wear golf attire PEX 1.3: Select caddy (Club) PEX 1.4: Perform warm up</p> <p>LWA 2/2: Hold golf club PEX 2.1: Select Club PEX 2.2: Make a baseball grip PEX 2.3: Make an Overlapping grip PEX 2.4: Make an Interlocking grip</p> <p>LWA 2/3: Take a Stance PEX 3.1: Set up tee PEX 3.2: Position self PEX 3.3: Make a driver stance PEX 3.4: Make the iron/Hybrid stance PEX 3.5: Make the wedge stance</p> <p>LWA 2/4: Swing Club PEX 4.1: Set up tee PEX 4.2: Grip Club PEX 4.3: Take a stance PEX 4.4: Back swing PEX 4.5: Down swing PEX 4.6: Hit ball</p>

	<p>LWA2/5: Make a Chip PEX 5.1: Select Club PEX 5.2: Setup tee PEX 5.3: Grip club PEX 5.4: Be in posture PEX 5.5: Take stance PEX 5.6: Practice swing PEX 5.7: Hit Target PEX 5.8: Record scores</p>
	<p>LWA 2/6: Make a Pitch shot PEX 6.1: Select Club PEX 6.2: Make a grip PEX 6.3: Make a stance PEX 6.4: Back swing PEX 6.5: Hit Target PEX 6.6: Follow through PEX 6.7: Record scores</p>
	<p>LWA2/7: Perform occupational health, safety and environmental protection practices PEX 7.1: Wear protective gear PEX 7.2: Perform fire fighting PEX 7.3: Administer first aid PEX 7.4: Manage waste PEX 7.5: Display safety signs PEX 7.6: Perform routine check ups PEX 7.7: Maintain fair play PEX 7.8: Take refreshments PEX 7.9: Observe game rules</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For Occupational theory suggested for instruction/ demonstration, the Trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Rules of the game • Golf terminologies • Communication skills • Techniques of playing • Knowledge on injuries • Global trends

	<ul style="list-style-type: none"> • Doping • Types of swings • Types of grips • Tools and equipment specifications • Factors affecting performance • Nutrition • Fitness and health • Golf course • First aid • Environmental awareness • Warmup procedure • Golf etiquettes
Average duration of learning	320hours (40days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 10 days of occupational theory and • 30 days of occupational practice
Suggestions on organization of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related Practical and Written Test Items from Item bank.
Minimum required tools/ equipment/ implements or equivalent	Golf kit, balls, tees, markers, flags, ball markers, gun, gloves, pitch mark, score card, towels, umbrella, golf cart, card holder, players attire, Sand wedge
Minimum required materials and consumables or equivalent	stationery
Special notes	The theory must be integrated into the practice during training.

Code	UE/GP/M1.3
Module title	M1.3: Manage and maintain golf facility
Related Qualification	Part of Uganda Vocational Qualification (Golf Practitioner UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, a trainee will be able to manage and maintain a golf facility
Learning-Working Assignments (LWAs)	<p>LWA3/1: Manage putting greens LWA3/2: Manage teeing grounds LWA3/3: Manage inventory LWA3/4: Store tools equipment and materials LWA3/5: Maintain tools equipment and materials LWA3/6: Perform occupational health safety and environmental protection practices</p> <p>Note:</p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated till the Trainee acquires targeted competence;</i> <i>The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA3/1: Manage putting greens PEX 1.1: Select tools equipment and materials PEX 1.2: Mow greens PEX 1.3: Drain green surface area PEX 1.4: Add additional toppings PEX 1.5: Roll greens PEX 1.6: Select pin position PEX 1.7: Repair pitch marks PEX 1.8: Fumigate greens</p> <p>LWA3/2: Manage teeing grounds PEX 2.1: Select tools equipment and materials PEX 2.2: Clean tee area PEX 2.3: Mow tee PEX 2.4: Position tee box mark stone PEX 2.5: Indicate hole number PEX 2.6: Setup litterbin PEX 2.7: Water tee box PEX 2.8: Fumigate tee box</p> <p>LWA3/4: Manage inventory PEX 4.1: Conduct stock taking PEX 4.2: keep records PEX 4.3: Restock materials equipment and tools PEX 4.4: Prepare inventory register PEX 4.5: Control inventory</p>

	<p>LWA3/5: Maintain tools equipment and materials</p> <p>PEX 5.1: Manage clubs PEX 5.2: Clean tools PEX 5.3: Repair tools PEX 5.4: Adjust tools PEX 5.5: Replace damaged tools PEX 5.6: Service tools equipment and materials</p> <p>LWA3/6: Store tools equipment and materials</p> <p>PEX 6.1: Prepare storage PEX 6.2: Clean tools PEX 6.3: Dry tools PEX 6.4: Label tools and equipment PEX 6.5: Sort tools equipment and materials PEX 6.6: Place tools equipment and materials</p> <p>LWA3/7: Perform occupational health safety and environmental protection practices</p> <p>PEX 7.1: Wear personal protective gear PEX 7.2: Display safety signs PEX 7.3: Administer first aid PEX 7.4: Manage waste PEX 7.5: Perform fire fighting PEX 7.6: Sensitize workers on environmental concerns PEX 7.7: Ensure personal hygiene</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For Occupational theory suggested for instruction/ demonstration, the Trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Knowledge on facility construction • Environmental awareness • Dimensions of the golf course • Facility management • Rules of the game • Knowledge on golf tournaments • Current trends • Resource management • Knowledge on machine operation • Record keeping • First aid

	<ul style="list-style-type: none"> • ICT skills • Grass levels • Environmental conservation • Waste management • Equipment use • Carpentry • Writing skills • Safety skills • Organizational skills • Communication skills • Hospitality • Customer handling • Financial management • Human resource management
Average duration of learning	320 hours (8 weeks) of nominal learning suggested to include <ul style="list-style-type: none"> • 5 days of occupational theory and • 35 days of occupational practice
Suggestions on organization of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related Practical and Written Test Items from Item Bank
Minimum required tools/ equipment/ implements or equivalent	Tractors, hoes, axes, distance measuring garment, water pipes, gravels, compactor, water pumps, water tanks, design plan, markers, gang mower, axes, panga, hoes, strings, hole changer, wheelbarrow, chain saw, spade, trimmers, trolley, lifters, horses and nasals,
Minimum required materials and consumables or equivalent	Grass, sand, stationery, water, soap, fuel, pesticides
Special notes	The theory must be integrated into the practice during training.

3.0 ATP- PART III

Assessment Instruments for GOLF PRACTITIONER

- 3.1 **Assessment** of occupational competence is the procedure by which evidence is gathered and judged to decide if an individual (candidate) has met the stipulated assessment standards.
- 3.2 Assessment of occupational competence should comprise of both practical (performance) testing and written (theory/knowledge) testing.
- 3.3 Based on the Occupational Profile and Training Modules, a combined panel of job practitioners and Instructors developed a substantial number of test items for assessing (practical) performance as well as items for assessing occupational knowledge (theory) all stored in an electronic Test Item Bank (TIB) at the Directorate of Industrial Training.
- 3.4 Performance (Practical) Test Items (PTI) are closely related to typical work situations in Ugandan business enterprises. They comprise of a test assignment for candidates and assessment criteria and/or scoring guides for assessors' use.
- 3.5 Written Test items (WTI) for written testing of occupational theory, (knowledge) are presented in different forms which include:
- Short answer test items.
 - Multiple choice test items
 - Matching test items,
- These WTIs herein focus on functional understanding as well as trouble-shooting typically synonymous with the world of work.
- 3.6 Composition of assessment/test papers will always require good choices of different types of WTI in order to ensure the assessment of relevant occupational knowledge required of candidates to exhibit competence.
- 3.7 The test items contained in the Test Item Bank may be used for continuous/formative assessment during the process of training as well as for summative assessment of candidates who have acquired their competences non-formally or informally.
- 3.8 In this document, samples of test items for assessing both performance (practical) and occupational knowledge (theory) of a **GOLF PRACTITIONER** are included.

3.9 Overview of Test Item Samples Included

No	Type of test Items	Numbers included
1.	Written (Theory)- Short Answer	4
2.	Written (Theory)- Multiple Choice	4
3.	Written (Theory)- Matching with generic	3
4.	Written (Theory)- Matching item (Cause- Effect)	1
5.	Written (Theory)- Matching with work-sequence	2
6.	Performance (Practical)Test Items	1
	Total	9

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 1			
Occupational Title:	Golf Practitioner			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
Complexity level:	C1			
Date of OP:	January, 2022			
Related module:	M1.3			
Time allocation:	2 minutes			

Test Item	List any 4 tools/equipment used to play golf
------------------	--

Answer spaces	A. B. C. D. E. F. G.
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Expected key (answers)	A. Golf ball B. Golf club C. Tees D. Flag sticks E. Cloves F. Score cards G. Pencil H. pen
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 2			
Occupational Title:	Golf Practitioner			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
Complexity level:	C1			
Date of OP:	January, 2022			
Related module:	M1.2			
Time allocation:	2 minutes			

Test Item	How many holes are required to complete a golf game
-----------	---

Answer spaces	A.
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Expected key (answers)	A. 18 or 9
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 3			
Occupational Title:	Golf Practitioner				
Competence level:	Level 1				
Code no.					
Test Item type:	Short answer	√			
	Multiple choice				
	Matching item	Generic	Cause- Effect	Work-sequence	
Complexity level:	C1				
Date of OP:	January, 2022				
Related module:	M1.1				
Time allocation:	2 minutes				

Test Item	Name the main features of a golf playing course
------------------	---

Answer spaces	A.
----------------------	---------

Expected key (answers)	<ul style="list-style-type: none"> A. Tee box B. Fair way C. Greens D. Hazards E. Holes F. Rough G. Trees
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 4		
Occupational Title:	Golf Practitioner			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
Complexity level:	C1			
Date of OP:	January, 2022			
Related module:	M1.2			
Time allocation:	2 minutes			

Test Item	Mention the number of clubs in a golfer's bag
------------------	---

Answer spaces	A.
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Expected key (answers)	A. 14 clubs
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 5		
Occupational Title:	Golf Practitioner			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work-sequence
Complexity level:	C1			
Date of OP:	January, 2021			
Related module:	M1.2			
Time allocation:	2 Minutes			

Test Item	How many holes would one typically play out on the golf course
-----------	--

Distractors and correct answer	A. 6 or 12 B. 9 or 18 C. 5 or 10 D. 3 or 15
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Key (answer)	B
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 6			
Occupational Title:	Golf Practitioner				
Competence level:	Level 1				
Code no.					
Test Item type:	Short answer				
	Multiple choice	√			
	Matching item	Generic	Cause- Effect	Work-sequence	
Complexity level:	C2				
Date of OP:	January, 2022				
Related module:	M1.2				
Time allocation:	2 Minutes				

Test Item	Which of the following determine the winner in a golf game
-----------	--

Distractors and correct answer	<ul style="list-style-type: none"> A. Number of holes covered B. Number of strokes made C. Number of scores made D. Number of skills displayed
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Key (answer)	C
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 7			
Occupational Title:	Golf Practitioner				
Competence level:	Level 1				
Code no.					
Test Item type:	Short answer				
	Multiple choice	√			
	Matching item	Generic	Cause- Effect	Work-sequence	
Complexity level:	C2				
Date of OP:	January, 2022				
Related module:	M1.2				
Time allocation:	2 Minutes				

Test Item	Which of the items below is used to push the ball into the hole
-----------	---

Distractors and correct answer	A. Sand wedge B. Driver C. Putter D. Iron
--------------------------------	--

Key (answer)	C
--------------	---

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 8			
Occupational Title:	Golf Practitioner			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work-sequence
Complexity level:	C2			
Date of OP:	January, 2022			
Related module:	M1.2			
Time allocation:	2 Minutes			

Test Item	State the maximum number of clubs one needs to compete in a golf tournament
-----------	---

Distractors and correct answer	A. 12 B. 15 C. 13 D. 14
--------------------------------	----------------------------------

Key (answer)	D
--------------	---

DIT/ QS		Test Item Database Written (Theory) Test Item- no. 9		
Occupational Title:	Golf Practitioner			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
		√		
Complexity level:	C2			
Date of OP:	January 2022			
Related module:	M1.2			
Time allocation:	5 Minutes			

Test Item	Match the following personnel to their duties
------------------	---

Column A (Duties)	
A	Works in a pro shop
B	Carries the golfer's bag
C	Spots where the ball lands
D	Enforces rules

Column B (Personnel)	
1	Caddy
2	Ball boy
3	Rules official
4	Desk staff
5	Green keeper
6	Golf player

Key (answer)	A-4, B-1, C-2, D-3,
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 10			
Occupational Title:	Golf Practitioner				
Competence level:	Level 1				
Code no.					
Test Item type:	Short answer				
	Multiple choice				
	Matching item	Generic	Cause- Effect	Work-sequence	
√					
Complexity level:	C2				
Date of OP:	January 2022				
Related module:	M1.2				
Time allocation:	5 Minutes				

Test Item	Match the following types of clubs with their role in playing gold
------------------	--

Column (A)	
A	Pitching wedge
B	Sand wedge
C	Driver
D	Putter
E	iron

Column (B)	
1	Hitting the ball into the hole
2	Pushing
3	Rolling
4	Chipping from the grass
5	Chipping from the banker
6	Hitting
7	Butting
8	Teeing off
9	Take the approach shot

Key (answer)	A-4, B-5, C-8, D-1, E-9
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 11			
Occupational Title:	Golf Practitioner			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
√				
Complexity level:	C2			
Date of OP:	January 2022			
Related module:	M1.2			
Time allocation:	3 Minutes			

Test Item	Match the tools below to their functions in maintenance of a golf play area
-----------	---

Column A (Tools)	
1	Panga
2	Compactor
3	Hole changer
4	Sprinklers
5	Green mower

Column B (Functions)	
A	Cutting grass
B	Levelling the ground
C	Levelling the grass
D	Watering the green
E	Trimming the trees
F	Clearing the holes
G	Cutting the green
H	Digging the holes

Key (answer)	1-E, 2-C, 3-H, 4-D, 5-G
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 12			
Occupational Title:	Golf Practitioner			
Competence level:				
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
		√		
Complexity level:				
Date of OP:	January, 2022			
Related module:	M1.2			
Time allocation:	3mins			

Test item	Match the following causes to their results in golf
------------------	---

Column A (CAUSES)	
1.	Late coming
2.	Losing the ball
3.	Teeing from a wrong tee box
4.	Hitting the ball into a water hazard
5	Playing a wrong ball
6	

Column B (Effects)	
A.	Penalty of 2 shots on each hole played
B.	Deduction of scores
C.	Disqualification
D.	Penalty of 1 shot
E.	Unfair play
F.	Penalty of stroke and distance
G.	Warning
H.	Penalty of 2 shots and correction
I.	Penalty of 2 shots

Key (answer)	1:C, 2: F, 3:H, 4:D, 5-I,
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 13			
Occupational Title:	Golf Practitioner				
Competence level:	Level 1				
Code no.					
Test Item type:	Short answer				
	Multiple choice				
	Matching item	Generic	Cause- Effect	Work-sequence	
				√	
Complexity level:	C2				
Date of OP:	January, 2022				
Related module:	M1.3				
Time allocation:	5 Minutes				

Test Item	Outline the steps taken in constructing a brooder
------------------	---

Column A (chronology)	Column B (Work steps in wrong chronology order)	
1 st	A	Clear site
2 nd	B	Take measurements
3 rd	C	Dig bankers
4 th	D	Create water hazards
5 th	E	Level ground
6 th	F	Demarcate area
7 th	G	Plant trees
8 th	H	Design grass levels
9 th	I	Plant grass
10 th	J	Mark fairway
11 th	K	Dig golf holes

Key (answer)	1: A, 2: E, 3: B, 4: G, 5: I, 6: F, 7: C, 8: D, 9: J, 10: H, 11: K
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 14			
Occupational Title:	Golf Practitioner			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence √
Complexity level:	C2			
Date of OP:	January, 2022			
Related modules:	M1.2			
Time allocation:	5 minutes			

Test Item	Arrange the steps followed in playing golf
------------------	--

Column A (chronology)	Column B (work steps) in wrong chronology order	
1.	A	Record scores
2.	B	Conduct warm up
3.	C	Set up tee
4.	D	Tee off
5.	E	Take stance
6.	F	Manage time
7.	G	Dress up
8.	H	Putt ball
9.	I	Strike ball to green
10.	J	Select club

Key (answer)	1: G, 2: B, 3: J, 4: C, 5: E, 6: D, 7: I, 8: H, 9: F, 10: A
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PERFORMANCE TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Performance Test Item- no. 1
Occupational Title:	Golf Practitioner
Competence level:	Level 1
Code no.	
Test Item:	Perform Putting in golf
Complexity level:	P2
Date of OP:	January 2022
Related module:	M1.2
Related skills and knowledge:	<ul style="list-style-type: none"> • Rules of the game • Communication skills • Techniques of playing • Tools and equipment specifications • Factors affecting performance • Nutrition • Fitness and health • Golf course • First aid • Environmental awareness • Warmup procedure • Golf etiquettes
Required tools, Materials and Equipment:	Golf kit, balls, tees, markers, flags, ball markers, gun, gloves, pitch mark, score card, towels, umbrella, golf cart, card holder, players attire, Sand wedge stationery
Time allocation:	2 hours
Preferred venue:	Golf course
Remarks for candidates	Candidates must be dressed in full protective gear Observe health, safety and environmental practices
Remarks for assessors	<ul style="list-style-type: none"> • Avail candidates with all required tools, equipment and materials

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation for task	Observed personal hygiene <ul style="list-style-type: none"> Washed hands Trimmed nails 		2
		wore golf attire		3
		Selected tools equipment and materials		2
		Inspected area		3
		Carried out warm ups Jogging Stretched muscles Hit wedges		4
2.	Setup for putting	Pick up putter		2
		Suitable putter observed	2	
		Mark the ball		1
		Marked ball observed	2	
		Cleaned ball		1
		Wiped ball		1
		Clean and numbered ball observed	2	
		Repaired pitch mark		2
		Levelled ground observed	2	
		Read the greens		2
		Touched the grass		1
		Fewer putts on the ball observed	2	
3.	Taking a stance	Squared feet		1
		Squared feet observed	2	
		Aligned shoulders		1
		Aligned shoulders observed	2	
		Grippe club		2
		Gripped club observed	2	
		Slightly bent knees		1
		Slightly bent knees observed	2	
		Keep eyes on the ball		1
		Eyes in ball direction observed	2	
		stretched arms		1
		Straight hands observed	2	

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
4	Putting	Practice the swing		2
		backward and forward swing observed	3	
		Putt the ball		3
		Hit ball to the hole direction		3
		Moving ball observed	2	
		Followed ball until holed out		2
		Holed ball observed	3	
		Recorded scores		2
5	Cooling down	Jogged around		1
		Performed yoga		1
		Walked around		1
		Stretched out		1
6	Post task activities	Cleaned tools, equipment and material		2
		Stored tools, equipment and material		2
TOTAL		$\frac{X}{Y} \times 100$	30	51
MAXIMUM SCORE (Y)			81	

4.0 ATP- PART IV

INFORMATION ON REVIEW PROCESS

4.1 Occupational Profile Development (January 2022)

The Assessment and Training Package was exclusively reviewed by job practitioners of the Golf Practitioner occupation, Secondary School Teachers who double as examiners of Agriculture with the Uganda National Examinations Board (UNEB) and Curriculum Development Specialists working with the National Curriculum Development Centre (NCDC).

The job expert panel, guided by UVQF Facilitators reviewed duties and tasks performed and provided additional generic information regarding the occupation.

4.2 Training Module Development (January 2022)

Based on the reviewed Occupational Profile for Golf Practitioner of **January 2022**, Training Modules were reviewed by job practitioners, guided by UVQF Facilitators.

4.3 Test Item Development (January 2022)

Based on the reviewed Occupational Profile for Golf Practitioner of **January 2022**, and Training Modules of **January 2022**, Test Items were reviewed by combined panels of Teachers and job practitioners, guided by UVQF Facilitators.

4.4 Methodology

The rationale for the Assessment and Training Package development was to link Vocational Education and Training to the real world of work by bridging Occupational Standards to Training Standards through industry-led Standards-Based Assessment. Active participation of both teachers and job practitioners' panels consolidated the development philosophy.

The panelists worked as teams in workshop settings complemented by off-workshop field research and literature review activities including international benchmarking.

4.5 Development Panels

The participating panels of Job Practitioners required at for the review exercise were constituted by members from the following organizations:

No.	Name	Institution/ Organization
1.	DDembe N Hajarah	MoES
2.	Bilungi Erinah	NCDC
3.	Nsereko Enoch	UNEB
4.	Nankya Zainab	Aga Khan High School
5.	Kizza Luke	Kyadondo SS Matugga
6.	Kaganda Vincent	Mpoma Secondary School
7.	Lagoro Dickson	Entebbe Golf Club
8.	Opio Silver	Entebbe Golf Club
9.	Malaka Topher Bikala	Entebbe Golf Club
10.	Bukenya Richard	Kitante Golf Course
11.	Kitayimbwa Michael	Kings College Buddo
12.	Bagalana Abbey	Uganda Professional Golfers Association

4.6 Facilitator team

This Assessment and Training Package was developed by a Facilitator team listed below:

1. **Team Leader** –Ms. Mukyala Ruth, Ag Deputy Director, DIT
2. **Facilitators** – Ms. Nakisendo Fatuma, DIT, Ms. Aheebwa Joan, DIT
3. **Compiled** by Ms. Namazzi Monica, Ms. kizire Margeret Data Entrants, DIT
4. **Coordinated by** – Mr. Byakatonda Patrick, Ag. Director, DIT; and Ms. Mukyala Ruth Ag. DD Qualification Standards Dept. DIT

4.7 Reference time:

The Assessment and Training Package was compiled in January 2022 and may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions.

References

- 1 101 Golf Essential Tips by Peter Ballingall
- 2 Harvey Penick's Little Big Book, by Harvey Penick
- 3 The Match: The Day the Game of Golf Changed Forever, by Mark Frost
- 4 Zen Golf: Mastering the Mental Game, by Dr. Joseph Parent
- 5 The Greatest Game Ever Played: A True Story, by Mark Frost
- 6 Extraordinary Golf: The Art of the Possible, by Fred Shoemaker, with Pete Shoemaker
- 7 Caddy for Life: The Bruce Edwards Story, by John Feinstein
- 8 Bud, Sweat, & Tees: Rich Beem's Walk on the Wild Side of the PGA Tour, by Alan Shipnuck
- 9 Ben Hogan's Five Lessons: The Modern Fundamentals of Golf Paperback, by Ben Hogan
- 10 Dave Pelz's Short Game Bible: Master the Finesse Swing and Lower Your Score, by Dave Pelz
- 11 Missing Links, by Rick Reilly
- 12 Golf is Not a Game of Perfect, by Dr. Bob Rotella
- 13 The Grand Slam, by Mark Frost
- 14 Unconscious Putting: Dave Stockton's Guide to Unlocking Your Signature Stroke, by Dave Stockton
- 15 The Last Stand of Payne Stewart: The Year Golf Changed Forever, by Kevin Robbins
- 16 Golf in the Kingdom, by Michael Murphy
- 17 To the Linksland: A Golfing Adventure, by Michael Bamberger
- 18 Dream Golf: The Making of Bandon Dunes, by Stephen Goodwin
- 19 The Natural Golf Swing, by George Knudson
- 20 A Course Called Ireland, by Tom Coyne
- 21 Golf My Way, by Jack Nicklaus
- 22 A Good Walk Spoiled: Days and Nights on the PGA Tour, by John Feinstein
- 23 Dead Solid Perfect, by Dan Jenkins